

GLOBAL CAREER DEVELOPMENT

Marcella Kirschbaum, Business Career Services at The David Eccles School of Business

Megan Randall, Career and Professional Development Center

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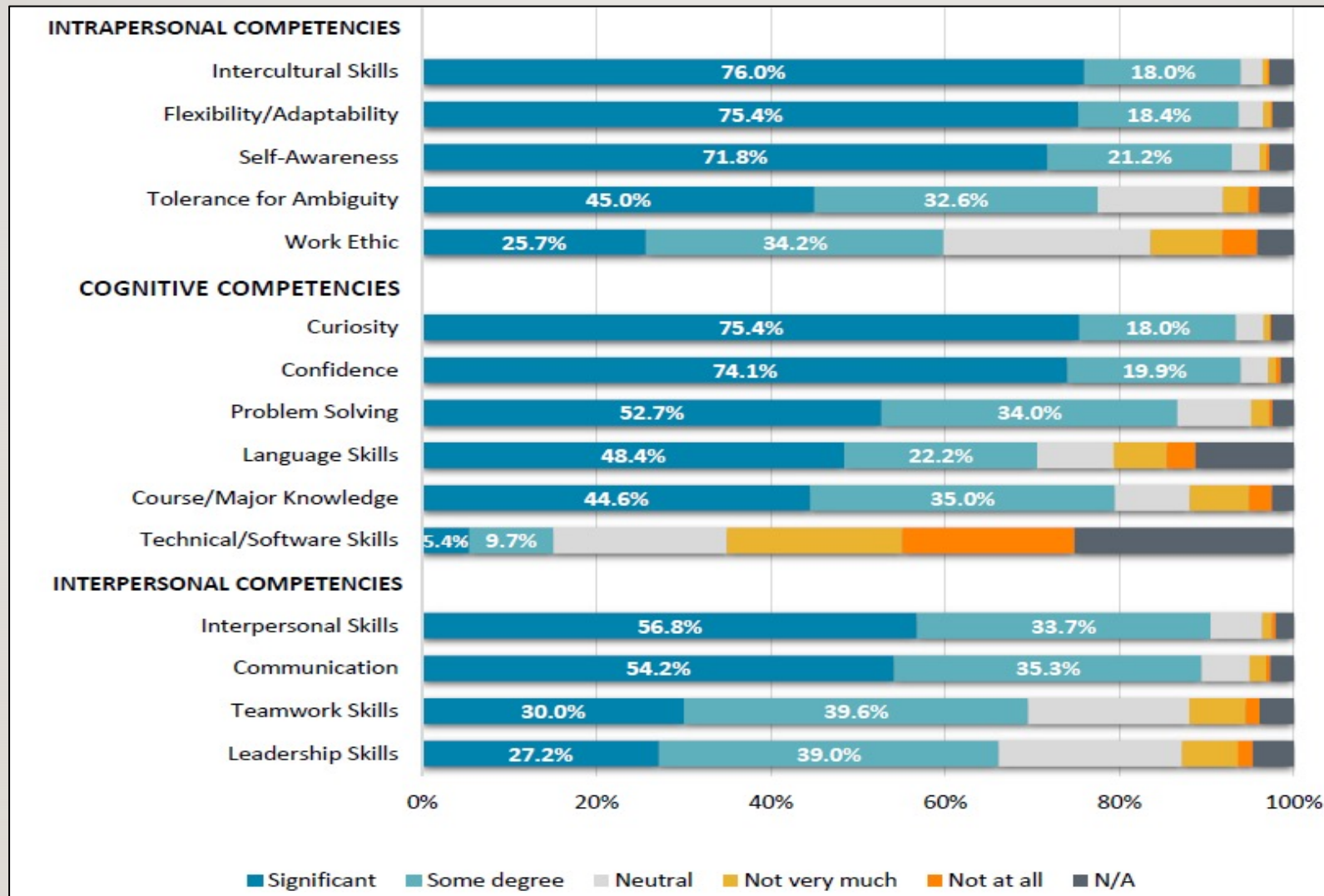
IDENTIFYING & ARTICULATING THE TRANSFERABLE SKILLS FROM GLOBAL LEARNING

- Which workplace skills do employers most value in the 21st century?
- What transferable skills can students gain from global learning experiences, such as learning abroad?
- How can students articulate the transferable skills they gain from global learning experiences in their application materials?

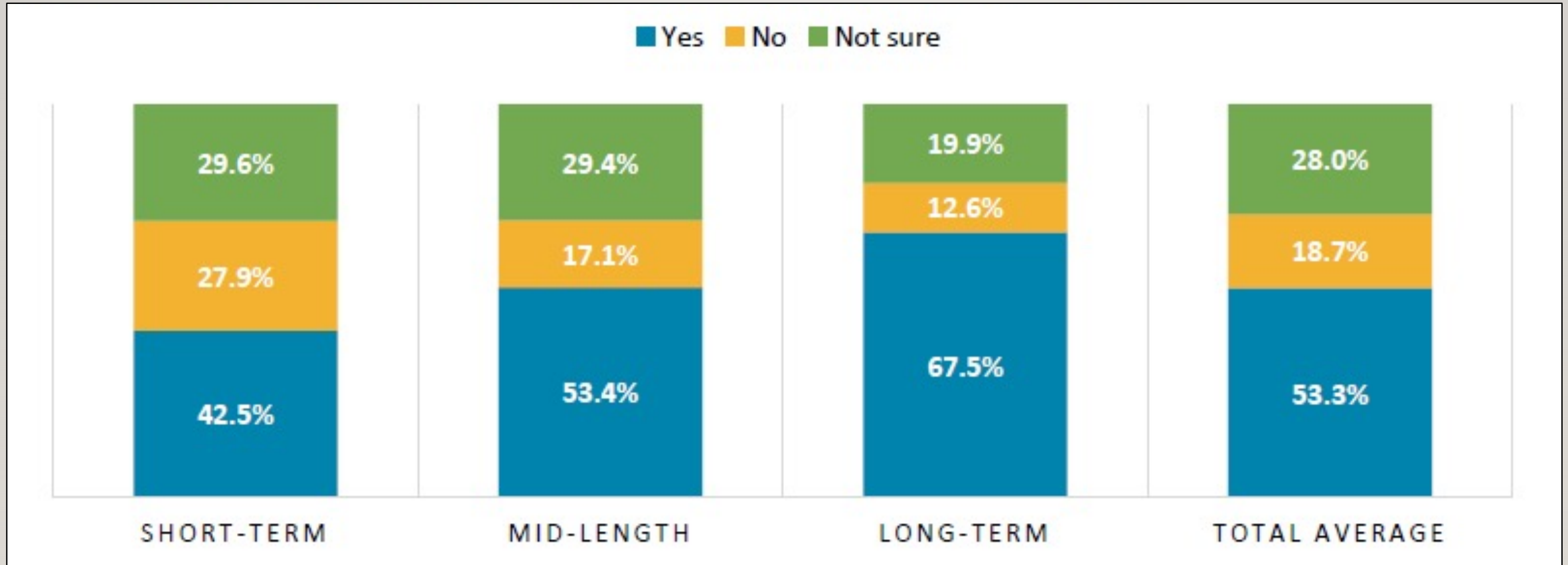
TOP WORKFORCE SKILLS FOR THE 21ST CENTURY

- Communication skills
- Confidence
- Course or major-related knowledge
- Curiosity
- Flexibility/Adaptability
- Intercultural skills
- Interpersonal skills
- Language skills
- Leadership
- Problem-Solving & Critical Thinking skills
- Self-awareness
- Teamwork
- Technical/computer software skills
- Tolerance for ambiguity
- Work ethic

SKILL DEVELOPMENT FROM LEARNING ABROAD



BELIEF LEARNING ABROAD CONTRIBUTED TO A JOB OFFER



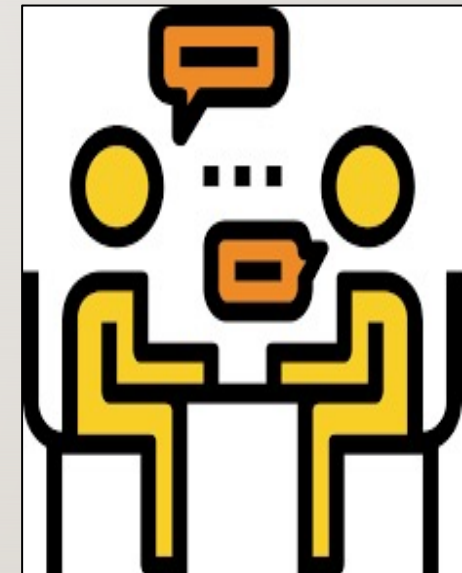
ARTICULATING TRANSFERABLE SKILLS IN...

Firstname Lastname			
(555) 555-5555	sampleemail@nowhere.com	www.linkedin.com/in/yourname	City, State
EDUCATION			
Bachelor of Science, Computer Science		GPA: 3.75	May 2020
University of Utah			Salt Lake City, UT
Relevant Coursework:			
Heat Transfer	Fluid Mechanics	Numerical Methods	Thermodynamics
Nuclear Engineering	Process Engineering	Energy and Sustainability	Organic Chemistry
Associate of Science, General Studies		GPA: 3.88	Dec 2015
Utah State University			Logan, UT
TECHNICAL SKILLS			
Matlab	Machining	Microsoft Office	Shop Safety
Solidworks	Auto-mechanics	Chemistry Lab	
RELEVANT EXPERIENCE			
Production Specialist		Aug 2014 - 2017	Corning, UT
T&E Design			
• Determining if we can save the project money by using GFRP as a reinforcement for columns instead of steel and stainless steel by comparing all three materials and analyzing performance.			
• Developed manufacturing process of a new spotlight, increasing quality and decreasing manufacturing costs by 50 %, allowing the product to be more marketable.			
ADDITIONAL EXPERIENCE			
Supplemental Instructor		Sept 2016 - Dec 2016	Logan, UT
Utah State University			
• Taught 50 students in biweekly review sessions on fundamentals of organic chemistry and effective study techniques, leading to better understanding and higher exam scores.			
• Collaborated with professor in weekly meetings to design innovative and relevant review session content that would engage students and cultivate quicker learning.			
Window Cleaning Foreman		May 2015 - Aug 2016	Salt Lake City, UT
Window Washers United			
• Communicated effectively with homeowners, creating good customer relations to ensure return appointments.			
• Cleaned windows quickly and spotlessly, leaving customers happy, which led to regular referrals to new clients.			
Volunteer		Jul 2012 - Jul 2014	Manila, Philippines
Religious Organization			
• Planned and organized 6 monthly workshops helping 20-30 missionaries learn effective goal setting, teaching, and leadership skills that would enhance their success during their missions.			
• Planned and maintained a regular schedule that led to productive 10 to 12 hour work days.			
• Collaborated with the mission president to coordinate and provide housing for over 120 missionaries.			
• Found and supplied apartments, effectively negotiated contracts in a foreign language, and provided missionaries with safe, comfortable housing to optimize their housing experiences while abroad.			

Resumes

Internship Committee The Hindle Institute of Politics 552 South 1400 East, Building 72 Room 102 Salt Lake City, UT 84112
Dear Hindle Institute Internship Committee:
I found my passion for Social Work in my recent internship at Latham House, a local Utah homeless shelter where I supported individuals facing homelessness, unemployment, and mental illness. The internship made a huge impact on my life, and at the same time, I feel that I was able to make an impact on my community. I have had opportunities to apply my social work skills to help individuals in agencies in Utah, however I am now eager to be a part of a national agency with a national perspective that helps a diverse range of people. This is why I am excited to be applying for the Hindle Institute's Internship in Washington D.C.
I believe I am a strong student academically, as I have thrived in courses that have provided me with a thorough knowledge and understanding of key social work theories and approaches that I am eager to apply to The Department of Health and Human Services or The Administration for Children and Families. In my U.S. Government and Politics course, I became familiar with the constitutional basis, process, and policies in our government that most impact our most vulnerable populations. In my Human Behavior in the Social Environment course, as well as my Human Behavior in the Macro Social Environment, I learned about the diverse intersecting theories drawn from multiple human services fields. My success in these social policy focused courses will allow me to critically analyze and apply culturally appropriate theories and knowledge to positively impact social environments in D.C.
My professional experiences have also prepared me to be a Hindle Institute intern in D.C. I have 3 years' experience working closely with individuals and families, applying social work practice models and the social work ethical code. As the Intake Specialist at Latham House Homeless Shelter, I transcribed intake forms for a numerical account of attendance through detail-oriented data entry. As the Child and Youth Program Assistant at Hill Air Force Base Youth Program, I counseled military children and their families, many of which struggled with developmental disabilities or behavioral issues. I also coordinated large-scale projects, community field trips, and managed my own classroom. My passion for team collaboration and social services work will allow me to effectively work with DHS staff to provide individualized care to children and families who are struggling in D.C. communities.
This internship will open me to the macro professional environment that I believe is vital to becoming a well-rounded social work professional. I would be honored to contribute to the goals of The Department of Health and Human Services or The Administration for Children and Families. Thank you for your consideration and I look forward to hearing from you.
Sincerely, Student Name

Cover Letters



Interviews

Sample Student

(555) 555-5555 • samplestudent@fakeemail.com • www.linkedin.com/samplestudent/

EDUCATION

BS Metallurgical Engineering

University of Utah

GPA: 3.8

May 2020
Salt Lake City, UT

Relevant Coursework

- Introduction to Physical Metallurgy
- Introduction to Extractive Metallurgy
- General Chemistry I/II and Lab
- Engineering Computing

SKILLS

MATLAB
Python

SolidWorks
C++

Autocad
Maple

R
Microsoft Office

RELEVANT EXPERIENCE

Nanomaterials Synthesis Laboratory Intern

July 2017 - Present

University of Utah Department of Metallurgical Engineering

Salt Lake City, UT

- Synthesized titanium nanotube sensors for Food Waste Detection Project, creating over 40 sensors used in further laboratory tests.
- Gathered and analyzed data from sensors to contribute to forthcoming research paper.

Research and Development Intern

July 2016 - June 2017

BioFire Diagnostics

Salt Lake City, UT

- Performed daily laboratory testing for quality assurance of panels for syndromic testing of respiratory infections.
- Learned and executed best practice lab techniques, including BSL-2 lab safety training.
- Utilized company software to analyze data and suggest possible sources of contamination to 4-member team and superior in weekly meetings

ADDITIONAL EXPERIENCE

Honors Student

August 2016 - May 2017

Outdoor Education and Leadership Living Learning Community (Honors College)

Salt Lake City, UT

- Led group activities during Green River rafting trip, and Southern Utah Canyoneering trip.
- Created lesson plans for peers that brought out their creativity and incorporated hands-on learning.

Student Volunteer

January 2017- May 2017

William E. Christoffersen Veterans Nursing Home

Salt Lake City, UT

- Assisted veterans in weekly group activities such as Bingo to keep them actively thinking and learning.
- Engaged residents in one-on-one conversations during meal times to cultivate friendships.

Rotary Interact Ambassador

Month 2015 – Month 2016

Judge Memorial Catholic High School Rotary Interact Service Club

Salt Lake City, UT

- Collaborated with team to organize end-of-year banquet raising over 6,000 dollars for Doctors Without Borders charity organization.
- Represented club during presentation to Rotary Club members of Utah in front of 200 members.

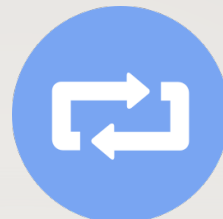
PROJECTS

Bench to Bedside – Inter-Ocular Implant for Glaucoma Treatment

January 2017 – May 2017

- Collaborated on interdisciplinary team of 4 consisting of medical, business, and engineering students.
 - Drafted 3D design of inter-ocular implant using SolidWorks.
 - Increased ocular fluid flow in cadaver and live rabbit tests by 35%.
- Presented technical information to investors, doctors, and public during competition fair at State Capitol.

RESUME GUIDELINES



Concise



Accomplishment-Focused



Tailored

WRITING ACCOMPLISHMENT STATEMENTS

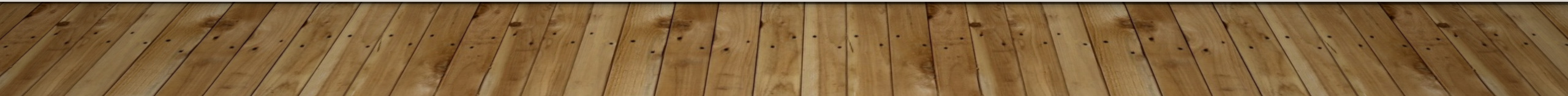
Strong Action Verb + **Specific Details** + **Value (Result/Purpose/How)**

- Developed strong self-awareness, confidence, and global perspective while immersed in a summer-long Spanish language intensive learning abroad program.
- Quickly acclimated to a new environment and culture by embracing a curious mindset, tolerance for ambiguity, and excitement to explore unique new challenges.

SO, WHAT NOW?

ACTION STEPS

- Identify the **transferable skills** students gain from your courses/programs, especially those that align with the top workforce skills of the 21st century
- **Clearly articulate & openly discuss these skills** with students so they will understand how they are gaining valuable skills now that will help them pursue other opportunities (internships, jobs, grad school, etc.)
- Encourage students to brainstorm and practice writing **accomplishment statements** for the achievements they make through your courses/programs
- Refer students to the **Career & Professional Development Center** or **Business Career Services** for guidance on resumes, cover letters, interview prep, applying to grad school, and more!



INTERNSHIPS FOR ACADEMIC CREDIT: DEEPLY ENGAGED EXPERIENTIAL LEARNING

Case Study: Daniels Fund Ethics Initiative Internship for Academic Credit (MGT 5880)

- Management, Marketing, and Entrepreneurship majors and minors
- **Co-facilitate** with Management Professor Aaron Phillips
- Students eligible for \$1000 scholarship
- Dr. Abe Bahksheshy manages the Daniels Fund Endowment

REIMAGINING THROUGH INTENTIONAL COURSE DESIGN

Step One: Develop Course Learning Outcomes:

- To gain awareness of the impact of ethics and ethical decision making in the workplace
- To learn and build upon key skills and competencies that benefit résumé and career goals
- To problem solve collaboratively across diverse classmates and workplaces through questioning and critical thinking

STUDENT-DEVELOPED LEARNING OBJECTIVES

2 Ethics-based, 2 Career-based

- "I will develop a set list of 10 ethics-based questions specific to subcontractors utilizing the Daniels fund guiding principles such as **integrity, transparency, fairness, trust, rule of law, viability, and respect**. By (date) I will have the survey finished and submitted to my supervisor for approval. By (date) I will have identified and distributed the survey to 20 potential subcontractors via email. The subcontractors will have two full weeks to respond and I will be submitting the results of the survey to my supervisor by (date). This compilation of data is designed to help identify subcontractors with ethical standards that match their own."
- "Work to retain 90% of admitted students through evaluating the onboarding process in search for possible improvements. This will include looking back at previous semesters to research retention percentages and steps that are taken to keep students in the pipeline"

LEARNER-CENTERED CURRICULUM

What do we want students to know, do, and understand at the end of this course?

- Introductory week one group meeting
- Learning Objective reflections as discussion posts on Canvas
- Informational interview
- From Theory in the Classroom to Practice in the Workplace
- Global Ethical Dilemma
- Updated résumé and peer review
- Instructional team meeting midpoint in semester
- Ethics Reflection Paper
- Final Supervisor Evaluation
- Final Project....

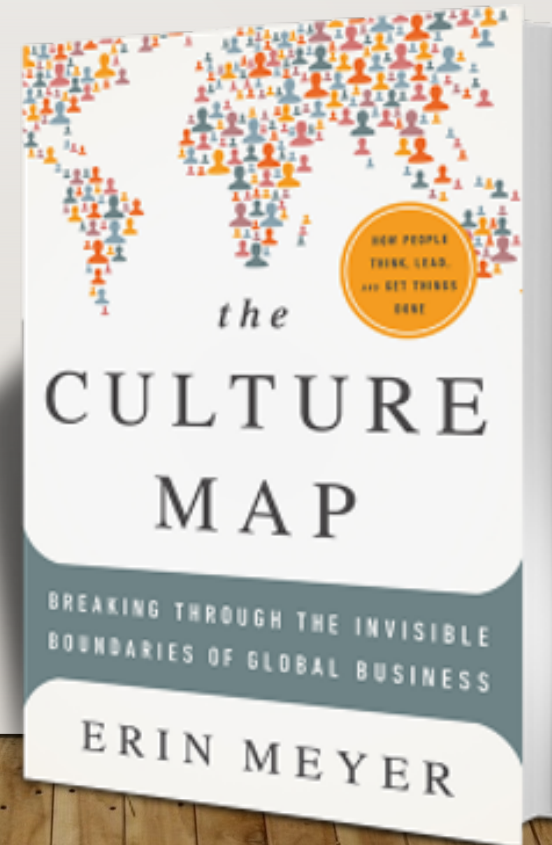
ASSESSMENT: FINAL PROJECT

- Final project: Digital Storytelling Project
- Invite key stakeholders to virtual video premiere party
- <https://uofu.box.com/s/3Iznm45pqj6ct82Iqk8zan92nu3pcdok>
 - Chemical Engineering major, Management minor
 - Applying to Oxford MBA program

INTERCULTURAL LEARNING ISN'T JUST FOR TRAVELERS

Every Team is an Intercultural Team

- *"Culture consists of the unwritten rules of the social game" - Geert Hofstede*
- **Cultural Dimensions:**
 - Individualism/Collectivism
 - High/Low Communication
 - Time
 - Power Distance



COLLABORATION IS KEY!

- Schedule regular **partner meetings**
- **Invite** career coach into your classroom each semester
- **Assign points** to career coach meeting
- Share major-specific **course learning objectives**
- Share **relevant projects**
- Identify **transferrable skills** on your course syllabus
- Coordinate for **pre-departure study abroad** workshops (Eccles Global)
- Placement affects rankings. Learn where your graduates are placed!